Teacher Performance Evaluation

TABLE OF CONTENTS

Teacher Performance Evaluation System

Teacher Evaluation Philosophy

Laramie County School District Number One's philosophy of instructional excellence and evaluation is based on professional qualifications determined by the Wyoming Professional Teaching Standards Board and Charlotte Danielson's work in <u>Enhancing Professional Practice: A Framework for Teaching, 2^{rl} Edition.</u> The underlying premise is that supervision, evaluation, mentoring, and professional development in the areas of planning and preparation, classroom environment, instruction, and professional responsibility are essential in promoting improved student learning. Laramie County School District Number One commits to ensuring that highly qualified professionals provide effective instructional experiences for students at all levels, K-12.

Trust and confidence promoted through conversation based on these key elements are essential in implementing and maintaining successful educational programs. A district-wide commitment is necessary for evaluation to be effective. Included in this commitment is an obligation to provide the necessary resources, time, and professional development activities, maintaining the belief that supervision, evaluation, professional development and mentoring are part of a cooperative effort among the Board of Trustees, administration, and professional staff to achieve excellence in education for students. This commitment will require a focus on individual, building and district instructional goals.

Supervision and evaluation in Laramie County School District Number One supports the belief that each person is a unique individual, whose differences allow him/her to demonstrate proficiency in District Teaching Standards in a variety of ways. Supervisors are encouraged to recognize and encourage these differences.

TEACHER PERFORMANCE EVALUATION SYSTEM

Laramie County School District Number One
Cheyenne, Wyoming

I. Instructional Philosophy

The Board of Trustees of Laramie County School District Number One along with administrators, certificated personnel, classified personnel, and support staff of the District shall cooperate to provide a free and appropriate education for resident students. Emphasis shall be directed toward promoting each student's overall human development consistent with that student's individual needs and ability.

District instructional and related programs shall define priorities with this philosophy in mind. Review and evaluation of programs shall be consistent in furthering this philosophy. The overall instructional program of Laramie County School District Number One shall emphasize continuous educational growth. District instructional programs shall be designed to meet the needs, abilities, and interests of students and to provide the opportunity for all students to meet or exceed state and district content and performance standards at levels determined by the district.

Prominent Instructional Strategies: The District incorporates a wide variety of instructional strategies in an effort to meet the needs of our students and to enhance student performance. Examples of District instructional strategies include:

A.   Cooperative Learning: the instructional use of small groups so that students work together to maximize their own and each other's learning.

B.   Study Skills Instruction: students learn how to process and remember information in every day content lessons, becoming more efficient learners.

C.   Balanced Literacy: language arts, along with other curriculum, are integrated and taught using reading, writing, listening and speaking.

D.   Collaborative Literacy Intervention Project (CLIP): a one-to-one reading intervention program for at-risk first graders. Students who are identified as at-risk in reading and writing are taught to use effective reading and writing strategies.

E.   Learning Centers: teachers present a wide variety of materials/activities to accommodate all students' learning styles and needs.

F.   Peer Tutoring: one child assisting another in the learning of a specific task or concept.

G.   Reading and Writing Across the Content Area: teachers explicitly teach reading, writing and thinking strategies to support students in their work within the content area.

H.   Mathematics/Problem Solving: research-based, best-practice teaching techniques, which involve understanding what students know and need to learn and challenging and supporting them to learn it well. Teachers should use the thinking strategies to support students in their work in mathematics. Students should be allowed to do authentic projects; use tools to help them construct their thinking; work in groups, individually, or one-on-one with a teacher; and be given opportunities to communicate their thinking.

I.   Six Traits of Writing: a systematic approach to assessing writing skills K-12.

J.   Standards-Based Instruction: approaches and techniques to design quality units of instruction that are aligned to district and state standards and benchmarks. Through development of an instructional unit, teachers learn how to map curriculum, analyze benchmarks for cognitive complexity, develop assessments and scoring guides, and plan instructional strategies and activities.

K.   Embedded Technology Strategies: the instructional use of embedded, effectively integrated technology so that students may maximize their own learning.

Description of assessment procedures: General Guidelines

A.   Building administrators shall review the following items with all teachers:

    1.   Job Description, Negotiated Agreement, Building Handbook, the location of Board Policy Book
    2.   Rubrics for Evaluation
    3.   Required Artifacts
    4.   Goal Sheet (Professional Growth Plan)
    5.   Action Research/Inquiry Project Form
    6.   Evaluation Forms
    7.   Action Plan for Teacher Improvement
    8.   Evaluation Time Lines

B.   Pre-evaluation conferences will be completed at the beginning of the school year for initial and continuing contract teachers to review job description, general expectations, building student management procedures, special programs, and student needs. Individual goals (Professional Growth Plan) and/or the Action Research/Inquiry Project should be discussed and written goals developed. The professional growth plan will include format, goal, time line, methods/strategies, and indicators of progress. The Professional Growth Plan and the Action Research/Inquiry Project will be reviewed annually.

C.   Initial contract teachers are to be formally evaluated at least twice during each of the first three years. These evaluations must be completed by December 15 and March 15.

D.   Continuing contract teachers must be evaluated every year no later than May 15. The evaluation process shall consist of several observations in which data is collected and discussed with the teacher.

E.   Pre-observation and post-observation conferences must be included as a part of all formal evaluations.

F.   Evaluators must provide the teacher with a copy of all formal, written evaluations. Forms are submitted to the Human Resource Office to be placed in the employee's personnel file.

G.   The system of data collection will include:
- Pre observation conference
- Classroom observations
- Required artifacts
- Additional evidence as needed
- Post observation conference
- Procedures for improvement
- Procedures for teachers determined to need remediation, which may include termination

H.   The process for collecting data will be:

Validated assessments will be collected by the Department of Instruction and will be disseminated to the building principals. Principals will review the data with the classroom teachers prior to the completion of the summative evaluation. Other assessments will be collected by the classroom teacher and reviewed with the supervising principal prior to the summative evaluation. As soon as the data becomes available from State Assessments or as soon as District Assessments are completed and compiled, data will be presented to principals and teachers. Our goal through our data warehouse will be to provide student performance data directly to principals with the eventual goal of also providing it directly to teachers.

The employee will submit classroom data that may include teacher/common assessments/district assessments/textbook assessments to their supervisor prior to the Summative Evaluation Conference. Data will be used to determine appropriate placement on the teacher performance rubric.

I.   Student Performance Growth Data

Laramie County School District Number One commits to providing the time and resources to administer Wyoming PAWS (3-6, 7-8, 10-11), Northwest Evaluation Association MAP (K-10), and ACT (PLAN10 / EXPLORE 8-9/WorkKeys 11-12) as Valid Assessments. Additionally, Other Assessments include district, teacher/Professional Learning Community (PLC), and textbook assessments. In the summative evaluation process, the teacher will show evidence as to how data

from these sources are used to inform their teaching. Use of the data may be reflected in the identification of a professional development goal or modification of instructional practice or identification of students needing remediation/enrichment or other viable methods. Data from Other Performance Measures, i.e. student demographics, student attendance, graduation rates, parent involvement rates, special needs, and discipline rates, may also be considered.

Teachers use multiple student performance data to determine student growth, to plan for future instruction, and to differentiate as measured by the components in the evaluation rubric.

For elementary grade-level and secondary core teachers, the use of data must include at least one validated and one other assessment. Other teachers will use at least two data sources from either category.

Elementary
Validated:
- MAP Test (K-6)
- PAWS (3-6)

Other Assessments include:
- Teacher/PLC assessments/district assessments/textbook assessments
- K-6 Specialists (2 other) — District assessment/PLC assessment at grade level

Secondary
Validated:
- EXPLORE(8-9),/PLAN(10)/ACT/WorkKeys(1 1 -12)
- MAP (7-10)
- PAWS (7- 8,10-11)

Other Assessments include:
- District Assessments (required courses and electives)
- Teacher/PLC Assessments/textbook assessments

Prior to the start of each school year, the District provides appropriate initial training for evaluators. Training in the evaluation process will occur annually for new staff members. Ongoing training will be provided at least once every three years. The training will include how to:

- Collect evaluative evidence
- Implement the evaluation program correctly
- Ensure consistency in scoring by viewing and discussing videos and/or in-class observations

IV.   Professional growth is tied to the results of evaluations individually and collectively by:

    A. The teacher will complete a self assessment worksheet at the beginning of the year to determine professional growth goals. The teacher shall consider previous evaluations and supervisor feedback in developing goals. The goals should derive from the components in the four domains. The goals may be tied to building and/or district initiatives. Consideration should be given to the following:

- District Service
- District Goals
- Building Focus
- Personal Growth Focus
- Collaborative Team Focus
- Professional Community
- Supervisor Feedback
- Previous Evaluations

    B. Professional Growth Plan

Professional Goals

    Procedures

- Complete self assessment at beginning of the year
- Draft goals and time lines
- Meet w/supervisor to finalize goals and time lines
- Complete Professional Growth Form
- Implementation and ongoing feedback will occur throughout the year
- Complete self assessment prior to post conference
- Complete Self Reflection on goal sheet
- Meet with supervisor to discuss progress

C.   The staff member shall participate at the appropriate level in the collective professional growth activities at the building and district level.

D.   The staff member and supervisor will identify at least one area for growth with suggestions for professional improvement.

E.   Feedback (written/verbal) will occur at the summative conference.

The process for identifying the area/s for growth/improvement is identified in procedures on Page 37 of the Teacher Performance Evaluation.

V.   Description of the District's complete performance evaluation cycle

Laramie County School District Number One believes that effective evaluations shall be based on multiple observations including walk-throughs with defined criteria which are applied consistently. Laramie County School District Number One will evaluate all continuing-contract certified personnel at least once per year, and all initial-contract

certified personnel at least twice per year. All evaluations will use observations, pre- and post- conferences and written documentation. Certified personnel will be evaluated through a three-track evaluation cycle.

Track A is for all initial-contract certified personnel during their first three years of employment. Track A is also for continuing-contract personnel no less than once every three years or the first year when changing job designation. Track B is for continuing- contract personnel for no more than two years of the three-year cycle. Track C is for personnel found to be in need of assistance or remediation.

Evaluation Plan

Track A Summative Evaluation
1. All initial contract teachers will be evaluated twice a year by December 15 and March 15.
2. Continuing contract teachers will be evaluated once a year by May 15.
3. Teachers on Track C will be evaluated via the Track A Summative Evaluation form.
4. Every teacher must complete a Track A Summative Evaluation no less than once every three years.

Track B Professional Growth/Action Research
1. Teacher completes Self-Assessment Worksheets.
2. Teachers on Track B will be evaluated once a year using the Track B Summative Evaluation form by May 15.
3. May be accomplished by individual or group.
4. Tied to student achievement or school /district improvement goal.
5. Share results in appropriate forum.

Track C Assistance or Remediation
1. Supervision will increase through additional observations, conferences, and evaluations.
2. Action Plan for Teacher Improvement Checklist is signed.
3. Action Plan for Teacher Improvement will be developed by the administrator and teacher if deemed necessary.
4. Administrator completes Track A Summative Evaluation form.

The District has identified specific rubric or descriptors for all professional groups.

1. Classroom Teachers
2. Library/Media Specialists
3. Consultants
4. Social Workers/Counselors
5. Occupational/Speech Language
6. Nurses/Audiologists
7. Instructional Facilitators/Technology Integration Specialists/Teachers On Special Assignment
8. Athletic Coaches
9. Related Services

DOMAIN 1: PLANNING AND PREPARATION
Component la: Demonstrating Knowledge of Content and Pedagogy

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Knowledge of content and the structure of the discipline	In planning and practice, teacher makes content errors or does not correct errors made by students.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
Knowledge of Prerequisite Relationships	Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.	Teacher's plan and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete,	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.
Knowledge of Content-Related Pedagogy	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline,	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

DOMAIN 1: PLANNING AND PREPARATION
Component lb: Demonstrating Knowledge of Students

ELEMEN I	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Knowledge of child and adolescent development	Teacher displays little or no knowledge of the developmental characteristics of the age group.	Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns,	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.
Knowledge of the learning process	Teacher sees no value in understanding how students' learn and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.
Knowledge of students' skills, knowledge, and language proficiency	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable,	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.
Knowledge of students' interests and cultural heritage	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable,	Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.
Knowledge of students' special needs	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.

DOMAIN 1: PLANNING AND PREPARATION
Component lc: Setting Instructional Outcomes

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Value, sequence, and alignment	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning,	Outcomes represent moderately high expectations and rigor, Some reflect important learning in the discipline and at least some connection to a sequence of learning	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning,	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to the discipline and in related disciplines.
Clarity	Outcomes are either not clear or are stated as activities, not as student learning Outcomes do no permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
Balance	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning but teacher has male no attempt at coordination or integration,	Outcomes reflect several different types of learning and opportunities for coordination,	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
Suitability for diverse learners	Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Mostof the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

DOMAIN 1: PLANNING AND PREPARATION
Component id: Demonstrating Knowledge of Resources

ELEMEN I	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Resources for classroom use	Teacher is unaware of resources for classroom use available through the school or district.	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources to extend content knowledge and pedagogy	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district,	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources for students	Teacher is unaware of resources for students available through the school or district,	Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.

DOMAIN 1: PLANNING AND PREPARATION
Component le: Designing Coherent Instruction

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Learning Activities	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
Instructional Materials and Resources	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
Instructional Groups	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied, as appropriate to students and the different instructional outcomes.	Instructional groups are varied, as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting different patterns of instructional groups.
Lesson and Unit Structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

DOMAIN 1: PLANNING AND PREPARATION
Component if: Designing Student Assessments

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Congruence with Instructional Outcomes	Assessment procedures are not congruent with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not,	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
Criteria and Standards	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear,	Assessment criteria and standards are clear,	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
Design of Formative Assessments	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Use for Planning	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2a: Creating an Environment of Respect and Rapport

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher interaction with students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the information.
Student interactions with other students	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2b: Establishing a Culture for Learning

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Importance of the content	Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
Student pride in work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Students minimally accept the responsibility to "do good work" but invest little of their energy in the quality of the work.	Students accept teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2c: Managing Classroom Procedures

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Management of instructional groups	Students not working with the teacher are not productively engaged in learning,	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for their efficient operation.
Managements of materials and supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time. ,	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation
Performance of non-instructional duties	Considerable instructional time is lost in performing non-instructional duties,	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of volunteers and para-professionals	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision,	Volunteers and paraprofessionals are productively and independently engaged during the entire class,	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

DOMAIN 2: **THE CLASSROOM ENVIRONMENT**
Component 2d: Managing Student Behavior

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of student behavior	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to student misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, it is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate,	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2e: Organizing Physical Space

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Safety and accessibility	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
Arrangement of furniture and use of physical resources	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully and students adjust the furniture to advance their learning.

D O M A I N   3 :   I N S T R U C T I O N
Component 3a: Communicating with Students

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Expectations for learning	Teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
Directions and Procedures	Teacher directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher directions and procedures are clear to students...	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
Explanation of content	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Use of oral and written language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standards English. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.

DOMAIN 3: INSTRUCTION
Component 3b: Using Questioning and Discussion Techniques

ELEMENT	LEVEL OF PERFORMANCE				
	UNSATISFACTORY	BASIC		PROFICIENT	DISTINGUISHED
Quality of questions	Teacher's questions are virtually all of poor quality with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are combination of low and quality, posed in rapid succession. Only some	a high invite	Most of teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion Techniques	Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers.	Teacher makes some attempt to engage students in discussion, rather than recitation, with uneveri	enuine results.	Teacher creates a genuine discussion among students, stepping aside when appropriate,	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student Participation	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.		Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

DOMAIN 3: INSTRUCTION
Component 3c: Engaging Students in Learning

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Activities and Assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Grouping of Students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lessoii	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of the instructional groups.
Instructional Materials and Resources	Instructional materials **and** resources are unsuitable to the instructional purposes or do not engage students mentally,	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice adaptation, or creation of materials to enhance their learning.
Structure and Pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

DOMAIN 3: INSTRUCTION
Component 3d: Using Assessment in Instruction

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Assessment criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated,	Students are fully aware of the criteria and performance standards by which their work will be evaluated,	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
Monitoring of student learning	Teacher does not monitor students learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information,	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
F db k e a c to studen ts	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent,	Teacher's feedback to students is timely and of consistently high quality,	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
Student self-assessment and monitoring of progress	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work, against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.

DOMAIN 3: INSTRUCTION
Component 3e: Demonstrating flexibility and Responsiveness

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Lesson Adjustment	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
Response to Students	Teacher ignores or brushes aside students' questions or interests,	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests,	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4a: Reflecting on Teaching

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Accuracy	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson' s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson' s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strength of each.
Use in Future Teaching	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with probable successes of different courses of action.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4b: Maintaining Accurate Records

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Student Completion of Assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective,	Teacher's system for maintaining information on student completion of assignments if fully effective. Students participate in maintaining the records.
Student Progress in Learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and partially effective,	Teacher's system for maintaining information on student progress in learning is effective,	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.
Non-instructional records	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's system for maintaining information on noninstructional activities is fully effective,	Teacher's system for maintaining information on noninstructional activities is highly effective, and students contribute to its maintenance.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4c: Communicating with Families

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Information About the Instructional Program	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information About Individual Students	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.	Teacher adheres to the school's required procedures for communicating with families Responses to family concerns are minimal or may reflect occasional insensitively to cultural norms.	Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.
Engagement of Families in the Instructional Program	Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4d: Participating in a Professional Community

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Relationships with Colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
Involvement in a culture of professional inquiry	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry,	Teacher takes a leadership role in promoting a culture of professional inquiry.
Service to the school	Teacher avoids becoming involved in school events,	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution,	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.
Participation in school and district Projects	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution,	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

DOMAIN: PROFESSIONAL RESPONSIBILITIES
Component 4e: Growing and Developing Professionally

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Enhancement of content knowledge and pedagogical skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient,	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill,	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research.
Receptivity to feedback from colleagues	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues,	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues,	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher seeks out feedback on teaching from both supervisors and colleagues.
Service to the profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4f: Showing Professionalism

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Integrity and ethical conduct	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the p u blic.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public,	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
Service to Students	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent,	Teacher is active in serving students.	Teacher is highly proactive in serving students, seeking out resources when needed.
Advocacy	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally undeserved, are honored in the school.
Decision Making	Teacher makes decisions and recommendations based on self-serving interests,	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
Compliance with school and district regulations	Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

Adopted by Charlotte Danielson's *Enhancing Professional Practice A Framework for Teaching, 2na Edition.*

Laramie County School District #1

Self-Assessment Worksheet

Name_____ School_____Date_____

To be used as a resource for additional study, understanding of components, and gathering evidence, carefully reflect on your teaching experience and your performance in each of the four domains of teaching. Evaluate yourself as honestly as possible on each element. Refer to the instrumentation in this section of the handbook to help you determine your level of performance.

Key: U — Unsatisfactory   B — Basic   P — Proficient   D — Distinguished

Planning and Preparation (Domain 1)			
U	**B**	**P**	**D**
			1a Demonstrating Knowledge of Content and Pedagogy
			lb Demonstrating Knowledge of Students
			lc Setting Instructional Outcomes
			id Demonstrating Knowledge of Resources
			le Designing Coherent Instruction
			if Student Assessments

The Classroom Environment (Domain 2)			
U	**B**	**P**	**D**
			2a Creating an Environment of Respect and Rapport
			2b Establishing a Culture for Learning
			2c Managing Classroom Procedures
			2d Managing Student Behavior
			2e Organizing Physical Space

Instruction (Domain 3)			
U	**B**	**P**	**D**
			3a Communicating with Students
			3b Using Questioning and Discussion Techniques
			3c Engaging Students in Learning
			3d Using Assessment in Instruction
			3e Demonstrating Flexibility and Responsiveness

Professional Responsibilities (Domain 4)			
U	**B**	**P**	**D**
			4a Reflecting on Teaching
			4b Maintaining Accurate Records
			4c Communicating with Families
			4d Participating in a Professional Community
			4e Growing and Developing Professionally
			4f Showing Professionalism

Adopted by Charlotte Danielson's *Enhancing Professional Practice — A Framework for Teaching,* 2' *Edition*

Laramie County School District One
Track A Summative Evaluation

Name _____ School _____ Date _____

Wherever a "U" or "D" is given, comments describing the performance are required.

Key: U — Unsatisfactory B — Basic P — Proficient D — Distinguished

U	B	P	D	Planning and Preparation (Domain 1)
				la Demonstrating Knowledge of Content and Pedagogy
				lb Demonstrating Knowledge of Students
				lc Setting Instructional Outcomes
				1 d Demonstrating Knowledge of Resources
				le Designing Coherent Instruction
				If Student Assessments
U	B	P	D	The Classroom Environment (Domain 2)
				2a Creating an Environment of Respect and Rapport
				2b Establishing a Culture for Learning
				2c Managing Classroom Procedures
				2d Managing Student Behavior
				2e Organizing Physical Space
U	B	P	D	Instruction (Domain 3)
				3a Communicating with Students
				3b Using Questioning and Discussion Techniques
				3c Engaging Students in Learning
				3d Using Assessment in Instruction
				3e Demonstrating Flexibility and Responsiveness
U	B	P	D	Professional Responsibilities (Domain 4)
				4a Reflecting on Teaching
				4b Maintaining Accurate Records
				4c Communicating with Families
				4d Participating in a Professional Community
				4e Growing and Developing Professionally
				4f Showing Professionalism

Form adopted by Charlotte Danielson's *Enhancing Professional Practice A Framework for Teaching, Edition.*

**General Comments: Commendations
and/or concerns:**

6. Recommendations:

_____ N/A (One year only assignment)

_____ Retain in present position

_____ Retain in present position but must show improvement

(Action plan for improvement must be MUTUALLY developed and
_____ **attached by**
  date)

Recommended termination **(Documentation must be attached.)**

Employee Response:

_____ I agree with this evaluation.

  I disagree with this evaluation. **(Statement Attached)** I
  have read the evaluation and have no comment.

_____ _____ _____ _____
Employee's Signature   Date   Administrator's   Date
                                        Signature

Teachers may submit and attach their own written comments.

T r a c k   A   a n d   B
Artifacts

The artifacts' purpose is to document attainment of the components of the framework and to stimulate professional conversation. Artifacts will be collected, reviewed and returned annually at the post conference:

Required Artifacts

- Copy of teaching certificate
- Communicating with Family Log*
- Professional Development Log*
- Questions for Analyzing an Activity
- Lesson Plans*
- Self Assessment worksheet

Track A additions:

- Interview Protocol for a Pre-Observation (Planning) Conference
- Interview Protocol for a Post-Observation (Reflection) Conference

Track B additions:

- Professional Growth/Action Research Plan

Additional Artifacts (may be added at the teacher's option). This list includes but is not limited to:

- Class activity descriptions, which include correctives and enrichments
- Student evaluation samples
- Examples of student work
- Class schedules
- Instructional artifacts (project guidelines, class or homework assignments, worksheets)

    *Or equivalent approved by supervisor

Professional Development Log

Name _____ Grade/Subject _____ School Year _____

Date	Activity Workshops, conferences, committee meetings, etc.	Rubric component supported?	District Focus	Collabora-tive Team Focus	Building Focus	Individual Growth Plan	Notes

Family Contact Log

Name _____   School _____   School Year _____

Date	Person Contacted	Student	Type of Contact (person, phone)	Purpose/Outcome

Laramie County School District One
Track B
Professional Growth Plan: Guidelines for Development

I. The staff member and supervisor will identify at least one area for growth with suggestions for professional improvement. The teacher will complete a Self-Assessment Worksheet at the beginning of the year. In consultation with the evaluator, a professional growth goal will be determined. The teacher will consider previous evaluations and supervisor feedback in developing goals. The goals shall derive from the components in the four domains. The goals may also be tied to building and/or district initiatives.

II. Professional Growth Plan

      Procedures:

- Complete Self-Assessment Worksheet at beginning of the year
- Draft goals and time lines
- Meet w/evaluator to finalize goals and time lines
- Complete Professional Growth Plan form
- Feedback will occur throughout the year
- Complete a second self assessment prior to post conference
- Complete Self Reflection on goal sheet
- Meet with supervisor to discuss progress

III. The staff member shall participate at the appropriate level in the collective professional growth activities at the building and district level.

  IV. Feedback will occur at the summative conference.

Laramie County School District #1
T r a c k   B
Action Research/Inquiry Project Plan: Guidelines for Development

The staff member and supervisor will identify at least one area for growth with suggestions for professional improvement. The teacher will complete a Self-Assessment Worksheet at the beginning of the year. In consultation with the evaluator, an Action Research/Inquiry Project Plan will be determined. The teacher will consider previous evaluations and supervisor feedback in developing the plan. The plan shall derive from the components in the four domains. The plan may also be tied to building and/or district initiatives.

An action research plan or inquiry project may be developed by an individual teacher, or a team of employees may elect to collaboratively develop a plan focusing on the improvement of instruction. The plan may be for one or two years. Annually, a Track B Summative Evaluation will be completed. Revisions to the plan may be completed in consultation with the evaluator.

II. Action Research Procedures:

Stage of Action Research	SuggeitiOns
• Finding and Framing Research **Questions** (s) • Complete Track B Professional Growth/Action Research Plan Form	Consider research questions that respond to issues that: involve teaching and learning, you're deeply concerned about, you'd like to do something about, and are doable

• Selecting **Tools**	Consider:
	  a. Data collection tools you will use
	  b. If you need to develop any of these tools
	  c. Who you will need permission from
	  d. Who you will need to talk to
	  e. What materials you will need

• Collecting **Data**	Interview, surveys, student work, teacher artifacts, journals, observational checklists, planning documents
• Analyzing **Data**	Write up what the data shows
• Making **Conclusions** and **Recommendations**	What changes (if any) do you think should come about as a result of your findings
• **Presentation**	Present your findings to a teaching partner, other staff members, parents, parent organizations, an administrator, any relevant audience

III. The staff member shall participate at the appropriate level in the collective professional growth activities at the building and district level.

IV. Feedback will occur at the summative conference.

Laramie County School District One

Track B Professional Growth/Action Research Plan

Staff
member _____ Participant(s)

Building _____ Subject _____ Length of
plan: 1 or 2 years

Component(s)
addressed _____

 SMART Goal or Research Question
- Describe the anticipated impact on student learning or services

1. Methods and Strategies:
- How will you accomplish the goal or investigate the question? (action steps)
- Timeline benchmarks

2. Data

- Describe collection methods

3. Reflection

- What evidence demonstrates progress?
- What did you learn?
- How will you apply learned information?

Staff member(s) signature _____

Administrator signature _____

Date _____

Additional pages may be added. A word processor may be used to write the plan in lieu of this form.

Questions for Analyzing an Activity or Assignment

Name of Teacher _____ School _____

Attach activity directions or an assignment that engages students in learning an important concept. This might be a homework assignment, a worksheet, project guidelines, or a problem to solve. After looking at student papers, select several examples of student work in response to the assignment. These should reflect the full range of student ability in the class and should include any feedback you offered to students on their work. Consider the following questions, as appropriate:

1. What is the concept you intend for your students to learn or explore?

2. How does this assignment "fit" within the prior and future learning of students in this class?

3. Why did you decide to organize the assignment in this manner[?] That is, how does this approach advance student understanding?

4. Consider the student work, both of the class as a whole and of those for whom you have samples.
   - What does it tell you about their level of understanding?
   - What does it say about their engagement?

5. If you had the opportunity to make this same assignment again, would you do it in the same way? If not, how might you alter it, and why?

6. Given the student work, what do you plan to do next with these students?

Interview Protocol for a Pre-observation (Planning) Conference

Name of Teacher _____ School _____

Questions for discussion:

1. To which part of your curriculum does this lesson relate?

2. How does this learning "fit" in the sequence of learning for this class?

3. Briefly describe the students in this class, including those with special needs.

4. What are your learning outcomes for this lesson? What do you want the students to understand?

5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using.

6. How will you differentiate instruction for different individuals or groups of students in the class?

7. How and when will you know whether the students have learned what you intend?

8. Is there anything that you would like me to specifically observe during the lesson?

Interview Protocol for a Post-observation (Reflection) Conference

Name of Teacher _____ School _____

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?

3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

4. Did you depart from your plan? If so, how, and why?

5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?

6. If you had a chance to teach this lesson again to the same group of students, what would you do differently?

LARAMIE COUNTY SCHOOL DISTRICT NUMBER ONE
Track B Professional Growth/Action Research
Teacher Summative Evaluation

Teacher's Name _____ School   Year

Assignment_____ Evaluator _____

Please indicate whether or not the teacher met the District's expectations in each of the following major performance areas. In addition, please indicate if the goals/research were completed for the year, and attach the Professional Growth/Action Research Plan to this evaluation.

Professional Practice Domain	**Meets Expectations**	**Does Not Meet Expectations**
Planning and Preparation	_____	_____
Classroom Environment	_____	_____
Instruction	_____	_____
Professional Responsibilities	_____	_____

Was the Track B plan accomplished? Yes _____ No _____ In Progress _____
(Two Year Goal) Comments:

Recommendations:
_____ N/A (one year only assignment)
_____ Retain in present position
_____ Retain in present position but must show improvement
     (Action plan for improvement must be MUTUALLY developed and attached.)
_____Recommend termination **(Documentation must be attached)**

Employee Response:
_____ I agree with this evaluation
     I disagree with this evaluation **(Statement Attached)** I
     have read the evaluation and have no comment.

_____   _____

Employee's Signature   Date   Administrator's Signature   Date

Teachers may submit and attach their own written comments.

If an area is identified as needing improvement, the following steps shall be documented and followed in succession:

I.   **Awareness Phase**

    1. The Building Administrator shall inform the member of the unit that he/she may seek representation or assistance from the CTEA or other representation at any time during the process.

    2. A meeting, including requested representation shall be held between the teacher and the administrator to discuss the issue. Teachers on Track C will be evaluated via the Track A Summative Evaluation.

    Assistance Phase

    1. Supervision (which may include observation) shall be increased with feedback provided and documented.

    2. The member of the unit shall be offered the assistance of a peer coach or may request a District-trained peer mentor. The peer coach (or District-trained mentor, if available), shall be mutually agreed upon by the administrator and the member of the unit.

III.   **Disciplinary Phase**

    1. Reasons for placing a teacher in the Disciplinary Phase include, but are not limited to, the following:

- Unsatisfactory performance, neglect of duty, insubordination, incompetency, immorality, or any good or just cause.
- Specific policy or rule violation(s).

    2. The Disciplinary Phase begins with a meeting between the teacher and administrator. An employee representative may be present, if desired.

    3. The administrator will identify in writing the specific Standard(s), rule, or policy in violation. The teacher will be given an opportunity to respond. Following the discussion, a mutually developed plan of improvement will be developed.

    4. Prior to creating a written plan, the administrator shall notify the Assistant Superintendent of Human Resources of the intent to place the member of the unit on a plan of improvement.

    5. A written plan of improvement shall be developed by the administrator and the member of the unit. The plan shall:

- Identify and defme areas to be improved;
- Set goals and objectives for improvement that are reasonable, measurable and achievable;
- Set timelines;
- Establish positive and negative consequences;
- The teacher shall be offered the assistance of a peer coach. The peer coach will be mutually agreed upon by the administrator and the member of the unit;
- Provide a review.

IV. Monetary Implication

1. Any member of the unit who is placed on a written plan of improvement during the school year shall not receive any monetary increase the following school year for a period of time equivalent to the time on the improvement plan.

2. Prior to the first paycheck of each school year, the Assistant Superintendent of Human Resources shall communicate, in writing, documentation of any monetary benefits withheld as a result of a plan of improvement.

Laramie County School District Number One
Track C
Action Plan for Teacher Improvement

Teacher's Name	School/Building
Assignment	Date

I.   Statement of area needing improvement

Goals and objectives for improvement which are reasonable, measurable, and achievable.

III.   Timeline

IV. **Monitoring System**

V.   **Final Evaluation**
_____ Successful completion
_____ Continue/Modify
_____ Unsuccessful (Specify next step)

_____   _____
Administrator's Signature Date   Teacher's Signature   Date

A p p e n d i x   A
T r a c k   C
Action Plan For Teacher Improvement Checklist

School _____Administrator _____ Employee _____

The administrator shall inform the employee that he/she may seek representation or assistance from the CTEA or other representation at any time during the process.

	Started	**Completed**	**Administrator** **Initial**	**Employee** **Initial**
I. **Awareness Phase**				
A meeting, including requested representation, shall be held between the employee and the administrator to discuss the issue.	_____ **Date**	_____ **Date**	_____	_____
Assistance Phase				
Supervision (which may include observation) shall be increased with feedback provided and documented. The employee shall be offered the assistance of a mutually agreed upon peer coach.	_____ **Date**	_____ **Date**	_____	_____
III. **Disciplinary Phase**				
A. Prior to creating a written plan, the administrator shall notify the Assistant Superintendent of Human Resources of the intent to place the employee on a plan of improvement. Appendix A will be submitted with the written plan of improvement.	_____ **Date**	_____ **Date**	_____	_____
B. The administrator and the member of the unit shall develop a written plan of improvement	_____ **Date**	_____ **Date**	_____	_____

that includes a. through E
The plan shall:

a. Identify and define areas to be improved;

b. Set goals and objectives for improvement which are reasonable, measurable, and achievable;

c. Set time lines;

d. Establish positive and negative consequences;

e. Provide a peer coach, mutually agreed upon by the administrator and the member of the unit;

Provide for periodic review of progress.

IV.   Monetary Implication

The administrator shall notify the employee who is placed on a written plan (Disciplinary Phase, Step III)of improvement during the school year, that he/she shall not receive any monetary increase the following school year for a period of time equivalent to the time on the improvement plan.

_____   _____   _____   _____
Date   **Date**